



Ky Educational Interpreter Newsletter

July 2008

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Hello! I hope this newsletter finds you resting up during the summer and also taking some time to be involved with the many opportunities for PD that ECU is sponsoring statewide. The ASL language immersions were a great success as new sites were introduced in order to meet the growing need in different areas of the state. These sites included Paducah, Pikeville and Elizabethtown. Corbin was slated to be an additional location, but unfortunately due to unavoidable conflicting schedules the immersion was not presented. As ECU plans for these immersions next year, they will again review the needs across the state and choose sites according to demand.

Another PD opportunity that is soon to happen is the ECU Summer Institute that specifically targets the interpreting skills of those practicing in the P-12 arena in Kentucky. This PD is a week-long training that provides activities to improve both receptive (voicing) and expressive (signing) skills while in sessions. During breaks, meals and other downtime, the environment is entirely in ASL so that there is plenty of opportunity to develop all skills related to interpreting, including language. For more information on these events, contact Wendy Zimmerman or Gay Woloschek at (859)622-4966 or visit <http://www.interpreting.eku.edu/workshops.php>

Also happening this summer is the RID Region III Conference in Columbus, Ohio. If you are looking for an excellent opportunity to meet other professionals like yourself from surrounding states and participate in workshops with presenters from around the country, then this conference is for you! There are general interpreting topics, as well as those geared toward educational interpreting. If you have never attended a regional or national RID conference, I highly recommend it as an essential part of developing yourself as a professional interpreter. For information on the RID Region III Conference, go to <http://ocrid.org/ridiiiconference.htm> Members receive discounts at such events among a myriad of other benefits. To find out more about membership, visit <http://www.rid.org/> and scroll to 'Membership Center' on the upper right, then click on 'Apply for RID Membership'.

Congratulations to:

Renee Montecinos, CI

Shannon Grider, CI

Natalie Malone, CI

Robyn Hobson

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Have you visited the website for educational interpreters?

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Elementary School Interpreting

-Excerpt from Educational Interpreter Performance Assessment (EIPA) website

Twenty years ago there were only a few children who used an educational interpreter. Today, there are thousands in all states. It is likely, that with cochlear implants, we will see even more students accessing the general education curriculum through an educational interpreter. It may come as a surprise to many professionals that not much is known about how children learn through an interpreter. The practice is still so new. We would like to know how this learning environment impacts cognitive, linguistic, peer interaction, social, and emotional development. In some sense, each student is an experiment, with the educational team responsible for monitoring success. The skills of an interpreter are certainly an important factor, but there are many other issues that are important to consider as well.



Interpreting and Language

The school setting is a complex social environment that uses language as an educational tool. Within such an environment learning becomes a social activity for children. Language is the tool that allows for social interaction. For example, students and teachers use language to exchange ideas and information, to negotiate and encourage, and to tease and bond.

Skill Levels

There are many deaf or hard of hearing children who have language and vocabulary skills that are equal to those of their hearing peers. There also are many deaf or hard of hearing students who enter school with language that is delayed. These students may still be learning grammar and may have smaller vocabularies. They produce speech that is hard for teachers and peers to understand all of the time. And, they may not understand the teacher's language as most of the hearing students do.

Fostering Language Development

When children enter school with language that is delayed compared with their hearing peers, they often need additional language support. The educational interpreter is not intended to be a language model but in some sense all adults who work with children and youth are language models. This section focuses on those aspects of



language learning that are especially relevant to an interpreted education.

The Interpreter As a Language Model

Children in all cultures learn language through social interaction in meaningful situations. Adults scaffold - or support language learning - to accommodate young learners. In order to learn, a child must have multiple opportunities to interact with fluent sign language users. Some deaf or hard of hearing children enter school with language and vocabulary skills that are below their hearing peers. They must continue learning language, using the interpreter as a language model. Certain problems may arise when an interpreter serves as a child's only language model.

Such problems include:

- Limited language role models.
- Children learn language from many different language models. Parents, families, and peers are the primary models, however, many other adults and children provide language modeling as well. Having a variety of language users is essential to language learning.
- A teaching level that has not been adjusted.
- A teacher's language is usually a good match for the hearing students in the classroom. However, a teacher may not adjust her speech and language level for the deaf or hard of hearing student who is delayed in language.
- Interpreters do not interact with students.



Research shows that interaction is essential for language learning. However, an interpreter is merely a model that the students watches, but does not actually interact with. Experts do not believe that watching interpretations of language during a lecture will actually lead to significant language learning. Unfortunately, some interpreters are not fluent in sign language, resulting in a language model with numerous grammatical errors and the use of simple vocabulary. Interpreters with inadequate skills do not just sign at a simpler level. Their sign language can be difficult to understand. Research has shown that major concepts are often distorted and missing, even in a 4th grade art lesson.

Language Role Models



If a child needs a language model, it is often best to have an adult who is fluent in sign language interact with the child naturally, in real conversations. Deaf adults are an excellent resource. Deaf adults can communicate using rich and complex language, adjusted for a young language learner, scaffolding a specific child. The deaf adult should understand the classroom curriculum and work with the classroom teacher to provide parallel content. Of course, like hearing individuals, the deaf adult should be chosen wisely as some have better child and language skills than others. An educational interpreter could also serve this role –

communicating with the child directly, rather than interpreting for the teacher. However, it is important that the interpreter have excellent English and sign communication skills. A child cannot learn language when the adult role models are not fluent.

RID Educational Interpreter Committee (EIC) – Donna Snyder, EIC Committee Member

Much was accomplished during the recent EIC face-to-face meeting at the RID National Office. We have prepared surveys that have gone out to affiliate chapter presidents and are working on another for educational interpreters; you can look for these documents in the coming months. We have also formed a work group to revise the RID Standard



Practice Paper for Educational Interpreting. This work group consists of members from the EIC and from the member section, Interpreters in Educational and Instructional Settings (IEIS). We are very excited about this project and look forward to having it finished in time for the 2009 National RID Conference. You wouldn't think it would take so long to write a couple of pages, but oh my gosh! Writing it is the easy part, **then** it has to go to the Board, **then** to the publications department and **then** to some other committee to triple check something, something...and **then**, it will appear in VIEWS for member feedback, and **then** back to the EIC for final review and revision and **then** I think they finally let the ink dry and publish it! (Wow, being involved in big girl stuff is much more detailed than I ever dreamed).

The committee is also in the beginning stages of drafting a letter to State Departments of Education that will simply identify RID and its purpose. The letter will also edify educational interpreters by explaining the support that they have from a national organization of over 13,000 interpreters. It is the committee's hope that the readers of this document will gain the understanding that educational interpreters are not alone, but are supported (and loved, smile) by a national body. As a side note, if you are not currently a member of RID, I would encourage you to join so that you may be privy to all that is offered by this organization. Once you are a member, I encourage you to seek out membership in the IEIS. This is a fantastic way to stay in touch with other educational interpreters and have a voice in your profession. If you are interested in the IEIS, you can contact me or Linda Kolb-Bozeman, who is not only a member, but she is the Region III representative for this member section.

Coming soon...

We are developing a "toolbox" for educational interpreters. This will be an easily accessible and informative resource that interpreters, administrators, and parents can use.

And finally, at the request of the RID Board, we compared the RID Code of Professional Conduct and the EIPA Guidelines for Professional Conduct. The EIC will be making a recommendation to the Board to recognize the two documents as compatible and reflect best practices in the educational setting. YAY!

Donna Snyder,

Educational Interpreter in Fayette County Schools

Eastern Kentucky University ITP Outreach

- Kimberly Hale, Outreach Staff

Cultural Competence - this phrase is a recent buzzword that we have heard in our field lately. We in the Outreach team did not want to leave it at that. We have been working diligently to improve our own cultural competency, that of interpreters in the state, and increase the cultural diversity found within the population of interpreters in Kentucky.

This past winter, on February 8 and 9th we held events at St. Stephen's Church in Louisville with those purposes in mind. We hosted an information session with individuals who are serving the deaf members of their church as well as Louisville community members. Our goal was to offer information in order to recruit them to the field of interpreting. We recruited two additional participants for the 3 STEP mentoring program.

On Saturday, Glendia Boon conducted a well-received workshop on cultural competency. Participants were given time to look inside themselves to identify hidden biases/prejudices and were given accurate information about a variety of cultural groups.

The Outreach team has also been working diligently with the 3 STEP mentoring program. The purpose of this program is to increase the availability of mentors to the under-served and under-represented areas of the southeastern United States. The program trains mentors and mentees in effective practices. We recruited 10 mentors and 13 mentees to participate in the first phase of the training. During the next phase of training, 3 of the mentors will go on to gain additional training in becoming meta-mentors, where they will become guides for those serving as mentors. In addition to the STEP program, this summer we have offered mentor-mentee training sessions in Danville, Pikeville, Paducah, and Elizabethtown. To date over ten mentors and over twenty mentees have received training. This training for mentees and mentors is helpful in establishing effective mentoring relationships. We plan to continue offering this training statewide through the coming year. We are in the process of selecting dates and sites to provide this training again, so if you would like it to be offered in your local area, please let us know. If you are in need of a mentor, or assistance in developing a better working relationship and/or skill development plans, keep an eye on the Outreach Events webpage (www.interpreting.eku.edu/workshops)

We have a list of trained mentors who are willing to serve interpreters across the Commonwealth, as well as meta-mentors to assist mentors in improving their skills in the process. If you are a mentor who needs a boost or a mentee who is looking for a new

If you are in need of a mentor, if you and your mentor need assistance in developing a better working relationship and/or skill development plans, keep an eye on the Outreach Events webpage (www.interpreting.eku.edu/workshops)

relationship, please contact our office. We're here to help you so that you can provide the best services possible to the Deaf and hard of hearing children in our state.



Registry of Interpreters for the Deaf, Inc.

RID Announces Degree Requirements Extension for Hearing Candidates for Certification:

One Year Extension for Associate's Degree Requirement to June 30, 2009

March 31, 2008 – Alexandria, VA – The Registry of Interpreters for the Deaf (RID) announced today it will be extending the deadline requiring an associate's degree for hearing candidates for certification from June 30, 2008 to June 30, 2009. The one year extension will enable the national office to ensure that the proper procedures are in place to handle and assess alternative pathway requests. (i.e., equivalent alternative criteria allowable in lieu of the educational requirements)

"As we faced the impending deadline for the June 30, 2008 degree requirements, it became evident that more time was needed for the national office to provide potential candidates for certification the necessary information and guidance they need to seek alternative pathways to the degree requirement," explained Clay Nettles, RID Executive Director.

Heather Trusty, Director of Certification who recently joined the national office in November 2007, added, *"There are interpreters in the field with decades of experience who do not have an associate's or bachelor's degree. Yet, these lifetime experiences may be deemed equivalent or beyond equivalent to an educational degree. We don't want to penalize these individuals by not having the alternative pathway clearly defined, which is why we sought, and were granted, an extension by the board of directors."*

A degree is not required for the written/knowledge portion of the tests. However, individuals will be required to possess a degree in order to apply and take any interview/performance sections of any test. **This extension will not impact the future deadlines established in the approved motion. (see below)**

History:

At the 2003 RID National Conference, in Chicago, IL, the membership passed a motion which established the degree requirements. The following is the text of the motion (C 2003.05) as approved at conference:

RID adopt and publicize the following schedule for when all test candidates must have a degree from an accredited institution to stand for any RID certificate: Effective June 30, 2008, candidates for RID certification must have a minimum of an associate's degree. Effective June 30, 2012, Deaf candidates must have a minimum of an associate's degree. Effective June 30, 2012, candidates for RID certification must have a minimum of a bachelor's degree. Effective June 30, 2016, Deaf candidates must have a minimum of a bachelor's degree. By June 30, 2006, the Certification Council shall establish equivalent

alternative criteria allowable in lieu of the educational requirements such as one or more of the following: Life experience, years of professional experience, and years of education (credit hours) not totaling a formal degree.

FAQs Pertaining to the Degree Requirements:

Q. I passed the written test and have five years to pass the performance test. As a candidate for certification, do I still need an associate's degree after 2009 to take the test?

A. After June 30, 2009, you will need to have the minimum of an associate's degree in order to take a performance test. If you are already certified at that time, the requirement will only apply to you if you want to take additional performance tests.

Q. If an interpreter already has NIC certification at the certified or advanced level before 2009, will he or she still need an associate's degree in order to retest for a higher level?

A. A candidate must meet all eligibility requirements at the time he or she takes an exam. Yes, the candidate will still need to have an associate's degree after June 30, 2009, to sit for additional performance tests.

Q. What is the latest I could take the written test and avoid the bachelor's degree requirement? Do I have five full years to attain certification?

A. The bachelor's degree requirement goes into effect June 30, 2012. You will not need a degree to take the written test, but you will need a degree to take a performance exam. When a candidate takes a performance test, he or she must meet all eligibility requirements. In other words, after June 30, 2009, in order to take a performance test, a candidate must still be on his or her five-year timeline and have the minimum of an associate's degree. After June 30, 2012, a candidate must still be on his or her five-year timeline and have the minimum of a bachelor's degree. Certified interpreters will need to meet the educational requirements in order to take additional performance exams.

Q. I already hold CI and CT certifications. Do I still need to have an associate's degree in order to take further tests, such as the NIC Interview and Performance test?

A. Yes, in order to take further performance exams you will need to have the minimum of an associate's degree after June 30, 2009.

Q. I am already certified. I heard there would be grandfathering for the degree requirements. Am I exempt from the requirements?

A. If you are already certified, you will not need to have a degree in order to maintain your certification. You will need to have a degree if you want to take further performance exams.

Q. Is there a substitute to holding a degree?

A. A substitute to holding a degree will be defined and clearly outlined in the alternative pathways that the national office will be researching and providing to individuals. Information regarding the alternative pathways will be released in the near future.

Sign of the Month = Reading Comprehension

For this installment of the Sign of the Month, we will be taking a slightly different approach. Let us consider our interpreting methodology as it ties into KDE's Program of Studies. The following is an excerpt as prescribed for 4th graders:

Grade 4 Skills and Concepts *Students will:*

- use comprehension strategies while reading, listening to, or viewing literary and informational texts
- use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, logical/sequential) to aid comprehension
- use text references to explain author's purpose, author's message, supporting evidence or logical predictions
- record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, webbing)

In reviewing these concepts take some time to consider the goal of the educational environment. How might our approach to interpreting help or hinder this goal? Some of the articles within this newsletter discuss language development of deaf & hard of hearing students. If these are the goals at the 4th grade level, what can we as interpreters do to ensure students satisfy these requirements? Consider strategies to discuss with classroom teachers as a part of the educational team to achieve the goal of the environment. This discussion could include ideas about visual accessibility, turn-taking, and pausing to ensure all students are able to take full advantage of the classroom experience.

Licensure Law Corner

The following is a recent email from Artie Grassman, Chair of the Kentucky Board of Interpreters (KBI), that describes the situation with the delay in receiving licenses this year.

Hi Everyone!

I've had lots of emails from concerned interpreters about the renewal of their license. We've been without a board administrator for a couple of months and that is the person responsible for receiving and sending us the applications. They did have someone who was opening the applications and processing the checks but not sending out the applications to the board for review.

We understand that there has been a delay this cycle. If you have not yet received your renewal/extension letter in the mail - just hang in there. They are going to start sending the applications to us today and I will make that it a high priority to review them along with other board members.

I appreciate your patience.

Sincerely,

Artie Grassman, Chair
KY Board of Intepreters for the Deaf and Hard of Hearing
859.583.0800 (Cell-Voice and Text)
email: artierod@bellsouth.net

Employment Opportunities



If you are seeking employment in a P-12 environment in Kentucky, you are welcome to draft a cover letter and/or resume that I can then forward to the Directors of Special Education statewide. This is a bridge to finding out where jobs are available for the coming school year, both on a full-time and substitute basis. Once I receive your information, it will be sent on to all districts in the state and they will be asked to contact you directly. Also, when I am sent requests for interpreters, I forward those to the interpreter listserv.

Send your cover letters and/or requests to be added to the listserv to me at robyn.hobson@education.ky.gov

The Articulate Deaf Child

- Wilton McMillan, KDE

After clearly redefining literacy for the Deaf child and getting him/her to master the English Language, we can only then do a good job of enabling the Deaf child to master efficient communication skills using both ASL and English. Thus, the Deaf child can become articulate as he/she becomes a vital part of bridging the gap between the hearing and deaf communities making it one whole DEAF COMMUNITY immersed in the predominately hearing world. I, for one, have to admit that, in hindsight 20/20, I never really was all that articulate until probably after I graduated from college. You continue to hone your writing and communication skills as you learn more idioms, different

writing styles and everything else that comes with making you the most articulate person you can possibly be. And you should never settle for or be satisfied with mediocre language and communication skills because YOU ARE HOW AND WHAT YOU CONVEY to those that you communicate with.

Here's a brief update on the TWENTY FOUR HOUR BLUEPRINT and ENGLISH MASTERY projects! Basically, the work has proven to be much more monumental than I'd ever given it credit for. It will be a lifelong process where we will continue to develop a curriculum for Deaf / Hard of Hearing children, ages 0 – 21. I welcome any suggestions for how we can improve the progress of this work. The goal of these two projects combined in one will be to get every Deaf child to master the English language and become THE MOST ARTICULATE DEAF CHILD they can be.

Meanwhile, I welcome your comments/feedback on how we can best get the Deaf child to master the English language. E-mail me at Wilton.McMillan@education.ky.gov

For previous issues of the newsletter, see [KDE P-12 Educational Interpreters](#)
Questions or feedback on the newsletter? Contact Robyn Hobson, (502) 564-4970
robyn.hobson@education.ky.gov

